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ABSTRACT

Providing varying viewpoints on the "state of the art" in content reading from a cadre of authors who have contributed to the expansion of the knowledge base, this book presents preservice and inservice teachers with practical suggestions to use in their classrooms as well as the theoretical bases for these suggestions. The book provides a collection of 46 papers which give teachers a foundation for content reading instruction. Chapters in the book are: (1) Content Area Reading: A Rationale (including papers by John E. Readence, Lyndon Searfoss, and Karen Wood); (2) The Reading Process (including papers by Robert Tierney and P. David Pearson); (3) Attitude and Interests (including papers by R. Scott Baldwin and Mary Olson); (4) Selecting and Introducing Textbooks (including papers by Susan Hubbuch, Gerald Bailey, Donna E. Alvermann, and Harry Singer); (5) Vocabulary Strategies (including papers by Bonnie C. Konopak, Patricia M. Cunningham, Martha Rapp-Haggard Ruddell, David W. Moore, and David M. Memory); (6) Comprehension Strategies (including papers by James W. Cunningham, Martha H. Head, Lea M. McGee, Thomas W. Bean, Richard T. Vacca, Donna M. Ogle, and Kathleen A. Hinchman); (7) Writing Strategies (including papers by Sharon Arthur Moore, Sarah H. Martin, and Thomas W. Bean); (8) Study Strategies (including papers by David M. Memory, Michele L. Simpson, William A. Henk, David Reinking, Annemarie Sullivan Palincsar, and William L. Christen); (9) Assessing Students' Abilities (including papers by John E. Readence, Thomas A. Rakes, and Michele L. Simpson); and (10) Accommodating Individual Differences (including papers by Karen D. Wood, Judy Lewis, and Nina K. Buchanan). (RS)

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